



Ann Arbor, Michigan

Leadership Profile

Dean of the School of
Education

WITT / KIEFFER
Leaders Connecting Leaders

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This leadership profile is intended to provide information about the University of Michigan and the position of dean of the School of Education. It is designed to assist qualified individuals in assessing their interest in this position.

The Opportunity

The University of Michigan (U-M) in Ann Arbor, the public flagship university of the state and one of the world's preeminent research institutions, seeks a dean for its highly recognized School of Education (SOE). The core commitments of the School of Education are to advance educational knowledge; to improve educational practice and policy; and to enhance diversity, equity and inclusion in all aspects of education. Faculty members and students remain in the forefront of educational change through their research contributions, instructional activities, collaborative involvement with the education profession, and a broad array of service activities. School of Education faculty members strongly believe that the educational development of all people is critically important for the growth of a free, just and productive society.

The new dean will lead the school in furthering its core commitments and coming together around a vision for the optimal SOE of the future. The dean is the chief executive and academic officer of the school, collaborating with faculty in overseeing its academic programs and policies; stewarding the school's financial, capital and human resources; and playing a prominent role in fund raising and external relations. The dean reports to the provost and executive vice president for academic affairs. The highly decentralized structure of the university gives the dean significant autonomy and responsibility for establishing a strategic vision for the school and marshaling the resources to support that vision.

Candidates should be nationally recognized scholars whose active and distinguished professional records include administrative as well as leadership experience in education. The successful candidate will demonstrate a record of commitment to academic excellence and a keen fiscal management ability, as well as a commitment to positive action that supports the educational goals associated with a diverse student body, faculty, staff and curriculum. Candidates must be qualified for appointment as a tenured full professor at the University of Michigan.

For nearly 200 years, U-M has provided an unparalleled experience for hundreds of thousands of students. With stellar faculty in every field, the university has created an academic atmosphere that is enlightening, worldly and transformative for its students. Combining exceptional education with great accessibility, U-M is consistently ranked among the top 20 institutions of higher education globally and 100 of its academic programs are ranked in the top 10 nationally. For the seventh straight year, U-M has been featured in the *Chronicle of Higher Education's* annual listing of "Great Colleges to Work For."

For information regarding how to apply or to submit nominations, please see the end of this document.



The School of Education

History and Mission

The University of Michigan School of Education was founded in 1921 but the seeds for the institution were planted decades earlier. The school's unique and historic relationship to public education can be traced to the first charter of the University of Michigan approved by the territorial government in 1817. The charter initially gave the university control over the state's entire system of public instruction. Although this arrangement was later changed, the links between the university and the state's schools were firmly established and have remained strong through the years.

In 1879, the regents of the university created the Chair of the Science and the Art of Teaching, the first permanent professorial chair in any American college or university devoted exclusively to the preparation of teachers. This regental act recognized the fact that many university students would become teachers and school administrators and that, without instruction in education, they would not be prepared for their work.

In 2010, the School of Education engaged in a school-wide strategic assessment, culminating in a ten-year vision for developing into a "twenty-first century professional school of education focused on the study and improvement of practice" and "the advancement of diversity and equity in education." Since then, members of the community have been actively involved in furthering these core commitments in research, teaching and service.

Today, the primary purposes of the School of Education are to advance knowledge about education, to improve educational practice and policy, and to enhance diversity and equity in all aspects of education. Faculty members and students remain in the forefront of educational change through their research contributions, instructional activities, collaborative involvement with a broad range of stakeholders, and other service. School of Education faculty members believe that the educational development of all people is critically important for the growth of a free, just, and productive society.

Students

Over 600 students were enrolled in degree programs offered by the school for the 2013-14 academic year. Of that total, 177 were pursuing an undergraduate degree in the School of Education, 197 were master's students, and 234 were in doctoral programs (including doctoral students in the Joint Program in English and Education and the Combined Program in Education and Psychology).

For the 2013-14 school year, the school had a total of 314 teacher certification students, of which 253 were undergraduates and 61 were in master's-with-certification programs. University of Michigan students who wish to become secondary teachers have the option of remaining in their home unit for their degree while obtaining certification through the School of Education.

The count of teacher certification students includes students pursuing their bachelor's degree program through the School of Education as well as students who have opted to pursue their degree through another unit.

A number of prestigious awards are currently held by SOE students: two 2015 NSF (National Science Foundation) Graduate Research Fellowships, including one of only 16 NSF Fellowships in STEM Education and Learning awarded nationally; one Ford Foundation Fellowship; one Fulbright Fellowship; and two Gates Millennium Scholarships.

Faculty

Members of the School of Education's faculty conduct award-winning research and are represented in national professional societies, commissions, boards and panels. As of November 1, 2014, there were 111 instructional faculty members, 53 of which are tenured/tenure-track. In addition, there are seven research faculty members. Faculty counts include individuals holding joint appointments with other U-M schools (Public Policy; Literature, Science and the Arts; Business; etc.). Nine faculty members have been elected to the National Academy of Education; three to the American Academy of Arts and Sciences; and one to the National Academy of Sciences. One faculty member is a National Medalist of Science.

Staff

There are currently 89 staff members who support the work of the school. Their roles are broad ranging and include Academic and Student Services, Communication and Marketing, Development, Facilities Operations, Finance, Human Resources and Informational Technology. In addition, there are staff members associated with specific research projects throughout the school.

Financial Resources

The operating budget for the School of Education is approximately \$35 million including revenues from General Funds (63%), sponsored research (25%), gifts and investments (8%), and all other sources (4%). The market value of the school's endowment was \$35.5 million as of June 30, 2014.

Academic Programs

The School of Education includes five academic programs:

- **Center for the Study of Higher and Postsecondary Education**
For more than five decades, CSHPE has been one of the nation's premier graduate programs in the field of higher education. The scholars who comprise the center bring a variety of disciplinary and interdisciplinary perspectives to their research and teaching, studying issues in higher education organization and management, teaching and learning, student development, access and equity, finance and public policy.

- **Combined Program in Education and Psychology**

The scholars in CPEP are committed to the use and application of psychological science to understanding and solving educational problems. Foci include human development, cognitive and learning sciences, motivation and self-regulated learning, and resilience and development.

- **Educational Studies**

The faculty members and researchers affiliated with the Educational Studies program equip scholars and educators with the critical knowledge and skills to lead in tackling the educational issues in both US and international contexts. The program focuses on the improvement of K-12 education through research and scholarship on educational practice and through the preparation of knowledgeable, skillful and thoughtful teachers and education administrators.

- **Joint Program in English and Education**

This joint doctoral program draws upon resources in both the Department of English Language and Literature in the College of Literature, Science and the Arts and the School of Education. The program emphasizes research traditions and methods appropriate to study in the discipline of English as well as those customarily followed in the study of educational issues to prepare students with prior teaching experience to assume positions as professors of English and/or professors of education.

- **Teacher Education**

The SOE's teacher education program is considered one of the nation's leading practice-based teacher education programs. SOE's teacher education programs prepare people to teach in K-12 public and private schools. Students in this practice-based teacher education program engage in intensive, guided experiences in a variety of urban, suburban and rural K-12 classrooms in conjunction with a carefully designed sequence of professional coursework drawing on the best in current and historical educational thought and practice. The school seeks to create beginning teachers who are capable of, and committed to, a lifetime of inquiry in teaching and to a powerful education for all students in our diverse society.

Degrees and Certifications

The school currently offers four bachelor's degree programs, 18 master's degree programs, 16 doctoral programs, and seven teacher and administrator certifications.

Undergraduate programs lead to a bachelor of arts or a bachelor of science degree. All of the undergraduate programs prepare teachers with the theoretical and practical knowledge needed to be skillful teachers who can reach all students. These programs culminate in a bachelor's degree and recommendation for provisional Michigan teaching certification. The primary mission of the SOE's undergraduate programs is to prepare elementary and secondary teachers who are capable of and committed to a lifetime of inquiry in teaching and to a powerful education for all students in our diverse society. Additional courses offer undergraduates opportunities to learn about the historical, sociopolitical and instructional aspects of education.

Students pursuing teacher certification in the teacher education program study with an exceptional group of faculty members, instructors and mentor teachers, all dedicated to the improvement of schooling and to teachers' professional growth. Students learn with a cohort of peers in a spirit of dialogue, debate and cooperation. The teacher education programs combine and connect challenging educational and academic coursework with guided experiences in schools.



The school offers master of arts programs that include either elementary or secondary teaching certification. Customizable master's programs in Educational Studies combine training and knowledge in emerging areas with disciplinary expertise and hands-on professional experiences. A master's degree program offered by the Center for the Study of Higher and Postsecondary Education prepares students for positions in colleges and universities as well as in outreach and policy organizations, providing an understanding of higher education as a field of practice and inquiry and the opportunity for students to explore areas of specialized interest.

Doctor of philosophy degrees are awarded through both the Educational Studies program and through the Center for the Study of Higher and Postsecondary Education. In addition, the school houses two interdisciplinary doctoral programs, the Joint Program in English and Education and the Combined Program in Education and Psychology.

SOE is consistently among the top schools of education in *U.S. News & World Report's* annual graduate school rankings. For 2015, the SOE was 11th overall, and six of its programs were identified as top-10 in their areas. The program of the Center for the Study of Higher and Postsecondary Education was ranked best in the nation.

Research and Community Engagement

Researchers at the School of Education are investigating vital areas of education, including issues ranging from increasing basic literacy, to supporting learners' understanding of complex ideas, to reducing educational inequalities, to preparing teachers who can educate diverse classrooms of students.

These issues span from preschool through graduate school, from formal to informal learning environments, from local school-community partnerships to national and international policy debates and reform efforts, and beyond. SOE researchers are involved locally in community schools and neighborhoods, at the state and federal level working on education policies, and in various international collaborations. The work fosters a critical dialogue among faculty and students, allowing them to grapple with challenging ideas while serving as an important component to our academic programs. There are a number of funded research projects and a newly funded research-training grant.

The Role of the Dean of the School of Education

The dean provides executive and academic leadership to the school, collaborating with faculty in overseeing its academic programs and policies; provides stewardship of the school's financial and capital resources; and plays a lead role in fund raising and external relations. As chief executive and academic officer for the school, the dean reports directly to the provost and executive vice president for academic affairs. The highly decentralized structure of the university gives each school and college significant autonomy and responsibility for establishing a strategic vision and marshalling the resources to support that vision.

As a general expectation, deans at the University of Michigan are highly collaborative and entrepreneurial. The dean meets with the provost and other deans bi-monthly in the Academic Program Group, and has a one-on-one meeting with the provost on a regular basis. The dean also meets with the provost once a year to review the annual budget and to discuss new initiatives.

See organizational chart in Appendix.

The SOE is governed by an Executive Committee which consists of the dean (ex officio); six members of the tenure-track faculty; and one member of the clinical-track faculty elected by the governing faculty and appointed by the Board of Regents on recommendation by the president and the provost; and three students selected by the dean. The Executive Committee, in addition to assisting the dean, is charged with investigating and formulating educational, research and instructional policies for consideration by the faculty and acts for the faculty in matters of budgets, promotions and appointments. The committee also acts for the faculty on matters related to academic programs and curriculum, including the review and approval of proposals for new academic programs or major curriculum changes.

Opportunities and Expectations for Leadership

Advance Core Commitments to Education Practice and to Diversity, Equity and Inclusion in Education

The School of Education engaged in a school-wide strategic assessment five years ago, culminating in a ten-year vision for developing into a "twenty-first century professional school of education focused on the study and improvement of practice" and "the advancement of diversity and equity in education."

The SOE's commitment to **education practice** includes teaching and learning in classrooms at all levels of formal schooling; policy design and implementation; educational leadership and innovation; organization of schooling and postsecondary education; learning and teaching in informal settings; and dynamic relationships among schools, communities and other sectors of society that contribute to learners' well being.

The SOE's commitment to **diversity, equity and inclusion** acknowledges that "diversity is both an asset and the source of deep societal and educational inequities." Thus, the school seeks "to develop ways to work to support and make usable the positive educational and social resources of diversity" and "to redress inequities that result from social, cultural and economic differences." The SOE seeks to advance its commitments to diversity and equity in at least three ways: "in developing who we are; in defining what we work on; and in the ways in which we organize and practice our organizational culture, policies and practices."

Much has been achieved to realize these commitments, and the school has gained positive recognition as a result. The new dean will support faculty, staff and students in implementing these commitments.

Articulate Strategic Priorities and Build Infrastructure

Building on this vision, the dean will collaborate with faculty and other members of the SOE community to identify and articulate new strategic priorities that both leverage existing strengths and expand in new directions that take into account the rapidly shifting higher education landscape and need for schools of education to innovate. This will require examining the infrastructure and resources in place to support the articulated priorities, and both reorganizing and reallocating as necessary to ensure success. The ability to create an organizational structure that also facilitates collaboration, incentivizes entrepreneurship and promotes fiscal sustainability will be of critical importance.

Build Financial Resources

Like schools of education across the country, the University of Michigan School of Education has experienced increased competition for students and enrollment declines, as well as shifts in federal research grant support. These realities, combined with a commitment to continued access for a diverse range of students, have placed increasing pressure on financial resources.

To address these issues, the dean will lead the school in pursuing a comprehensive approach to strengthening its financial position, including exploration of new approaches to recruiting students, ongoing recruitment and retention of excellent faculty able to attract significant grant support, and a clear and compelling articulation of the school's mission and aspirations to ensure continued philanthropic support from donors – including alumni, especially, but also key foundations and corporations.

Further Expand the School's Visibility

The SOE is known for its distinguished faculty and top-notch students, and further benefits from the dynamic and highly reputed university in which it resides. Building upon this foundation and the school's deep commitments to education practice and to diversity, equity and inclusion, the dean will be a champion for education on the global stage, positioning the school as a leader in national and international conversations about the future of education in the 21st century.

With higher education and education research under political scrutiny, it will also be important for the new dean to be able to articulate compelling arguments for their crucial role in society to a range of stakeholders, and to advocate for the development of legislation, policy and resource streams that enhance the field's capacity to fulfill its mission, to innovate



and to prepare to respond to unknown challenges ahead. To do so, the dean must be capable of taking a stand on behalf of the education community, and possess the gravitas to be heard by the full range of stakeholders, including state and federal legislators, business leaders, pre-K through 12 and post-secondary education leadership, and the public.

Build and Nurture Partnerships

The SOE faculty members are actively engaged in a wide range of multi-disciplinary collaborations with colleagues across the university, as well as with external partners at local, regional, state, national and international institutions and contexts. The dean will actively nurture these collaborations and seek opportunities to build new internal and external partnerships, including partnerships with other social sectors that support learners' development and well-being, which will advance and disseminate innovations in teaching practice, increase revenue, grow and diversify enrollment, and position the school to have a meaningful impact on education policy and social justice.

Professional Qualifications and Personal Qualities

The dean will be a nationally recognized scholar whose active and distinguished professional record includes a relevant and compelling combination of teaching, research and administrative leadership in education. Candidates must be qualified for an appointment as a tenured full professor at the University of Michigan, and will be expected to have a demonstrated commitment to implementing strategies and programs that attract and support a diverse student body and faculty. In addition, strong candidates will have many of the following qualifications and personal characteristics:

Vision and leadership: ability to lead the school with vision and creativity; a strong sense of new possibilities and emerging challenges; a willingness to learn from the perspectives of others and to develop plans that build on collective strengths and commitments; an entrepreneurial outlook; and ability to organize and motivate teams and to inspire a sense of shared mission;

Commitment to excellence: acute understanding of the foundations for excellence and integrity in teaching, research and public service, especially in the context of a professional school with the core commitments articulated above; and the ability to attract outstanding faculty and students and to support them in building programs of the highest caliber;

Commitment to diversity, equity and inclusiveness: ability to articulate the value of diversity with confidence and authority, to listen in a way that makes people feel heard and included, to integrate the thinking of others into one's plans, and to draw on the resource of diversity to further the SOE's mission; and a track record of effectively supporting diversity, equity and inclusiveness;

Breadth: deep respect for and encouragement of different theories and methodologies of education research, different approaches to teaching and learning, and different ways in which schools of education can be of use to a broad range of stakeholders; and a global outlook and a strong commitment to realizing the SOE's potential in strengthening engagement internationally;

Fundraising ability: capacity to be a successful fundraiser, to build strong relationships with a broad range of internal and external constituencies, to convey a compelling vision; ability to represent the school and its faculty and students to a variety of audiences and stakeholders; and aptitude for external and alumni relations;

Management experience: experience managing a complex organization, ideally within an academic environment; strong administrative and organizational skills, particularly in terms of supporting a scholarly community in establishing and implementing strategic priorities, developing curriculum, and serving stakeholders beyond the school; experience in successful management of significant budget resources; and ability to honor and extend a highly-respected past while innovating and shepherding change;

Principles of leadership: a deep understanding of and commitment to faculty governance, coupled with a willingness to make and execute difficult decisions, when needed, and to be explicit about principles underlying these choices; and a commitment to eliciting timely feedback, listening with openness and critical reflection, and explaining rationales for key decisions and actions;

A strong collaborative nature: ability to work well with a variety of constituents, including students, faculty, staff and other senior leadership; capacity to support others in taking on leadership roles within their areas of expertise and interest; and ability to build productive partnerships with other units and external organizations;

Analytic and strategic strength: ability to operate at a high analytic and strategic level, shaping proposals and decisions grounded in a sophisticated understanding of context and relevant data and including consideration of likely outcomes;

Communication: the ability to articulate the school's vision, goals, accomplishments and needs to a broad range of external constituencies including alumni; academic, cultural and social institutions; business, governmental and industrial communities; and the media; and

Personal qualities: the highest personal integrity, grace under pressure, and a sense of humor.



University of Michigan: An Overview

The University of Michigan was established in 1817 as the University of Michigania in Detroit and became the first public university in the Northwest Territories. It was renamed the University of Michigan in 1821. In 1837, the same year in which Michigan became a state, the school moved to Ann Arbor, a town that was only 13 years old. When the first classes were taught in 1841, U-M had two professors and seven students. Women were first admitted in 1870. The university has grown to include three campuses, together educating more than 61,000 students annually. U-M will observe its bicentennial in 2017, celebrating its heritage of teaching, research and service and its role as a great public university. U-M offers best-in-class academics and is one of the pre-eminent research institutions in the world, ranking first in research spending among public universities. During the 2014-2015 academic year students from the U-M received 28 Fulbright grants—more than any other public university in the nation. The renowned U-M Health System is consistently ranked as one of the finest in the country.

U-M has a well-deserved reputation for excellence in path-breaking research; undergraduate and graduate education; and extraordinary faculty, alumni and students. At the Ann Arbor campus there are 19 schools and colleges, more than 25,000 faculty and staff members, and more than 43,000 students. U-M has regional campuses located in Flint and Dearborn.

U-M's current operating budget is \$7.1 billion, generated from state appropriations, tuition, research grants and contracts, Health System revenues, gifts, and other sources. The university's \$9.7 billion endowment is the ninth largest in the country in higher education and the third largest among public universities.

Mission Statement

The mission of the University of Michigan is to serve the people of Michigan and the world through pre-eminence in creating, communicating, preserving and applying knowledge, art and academic values, and in developing leaders and citizens who will challenge the present and enrich the future.

Education, Research and Health Care

Education

U-M's leading position in higher education rests on the outstanding quality of its schools and colleges and its internationally recognized departments and programs. The focus on interdisciplinary studies provides great opportunities for students to tailor their academic experiences to their career and life goals. U-M encourages strong partnerships between students and faculty, ranging from the highly honored Undergraduate Research Opportunity Program to prized post-doctoral fellowships.

The U-M offers a remarkably broad and rigorous array of graduate and professional degree programs that are among the very best in the country in each field of study. The university attracts outstanding students to graduate study, and prepares them to make lasting contributions to society through successful careers in professions and academic disciplines. The vibrant community of graduate and professional students on campus is highly diverse in citizenship, demographic background, and intellectual perspective.

Michigan faculty members are among the best in the world in their respective disciplines. Although statistics can hardly capture the full scope of faculty activities and accomplishments, a summary of some of their awards and honors provides a glimpse into their successes. The U-M faculty includes 26 members of the National Academy of Sciences, 29 members of the National Academy of Engineering, 54 members of the Institute of Medicine, and more than 80 members of the American Academy of Arts and Sciences.

In addition, 14 members of the faculty have been awarded MacArthur Foundation Fellowships. Many faculty members are Emmy and Grammy winners, and countless others have received honors bestowed by scholarly and professional societies. Equally significant are the accolades acknowledging U-M's commitment to exceptional undergraduate teaching. These honors include U.S. Professor of the Year (named by CASE and the Carnegie Foundation for the Advancement of Teaching), the Robert Foster Cherry Award for Great Teaching, and U-M's highest teaching honor, Arthur F. Thurnau Professorships. U-M students have been recipients of both Rhodes and Marshall Scholarships; most recently a mechanical engineering master's student was named a Rhodes Scholar for 2015.

Research

Excellence in research and scholarly activity is a core tenet of U-M's mission. The broad scope and overall size of the U-M's research enterprise, along with its emphasis on interdisciplinary approaches, contributes to Michigan's global standing. National surveys consistently rank the university's professional schools among the top 10, reflecting a research record of important publications and other contributions to the advancement of scholarship. As such, the faculty attracts generous financial support from the public and private sectors. The federal government is the largest supporter of research at U-M, providing \$825 million toward the overall research budget of \$1.24 billion for FY2014.

The university envisions that the faculty will make contributions to society not only through research and scholarship, but also through the application of discoveries as innovative products and processes. U-M places a high priority on supporting this activity through the Office of Technology Transfer and the Business Engagement Center.

The disciplinary reach of U-M's research programs is exceptional and is conducted within all schools and colleges. Only agriculture is not represented among them, and even this discipline receives basic research attention in the biology units and the School of Natural Resources and Environment.

U-M is noted for its interdisciplinary research initiatives, such as nanoscience and technology, biomedical engineering, and life sciences that involve faculty from many units on campus, including the Medical School, the College of Engineering, and the College of Literature, Science and the Arts. U-M's researchers have access to some of the finest computer resources in the nation.

The University Library, one of the most comprehensive research libraries in North America, houses world-renowned collections, provides cutting-edge digital technologies that enhance information access, offers instructional programs for the campus community, and serves as the primary academic publishing enterprise of the university. An innovative leader in electronic publishing and digital access, the University Library is working to shape the future of libraries through the HathiTrust Digital Library partnership and the Google Books digitization effort.

Health Care

The U-M Health System (UMHS), with its hospitals, clinics and satellite offices, Medical School, and School of Nursing, is one of the finest health systems in the country.

Health care professionals serve patients from every county in Michigan, as well as other states and countries. UMHS' three hospitals and 990 beds saw more than two million visits in FY2014. The university also operates 40 outpatient locations with more than 120 clinics, and an extensive home care operation. The level of care delivered annually is extensive: 45,000 hospital stays, 16,000 observation cases, 94,870 emergency visits, 51,580 operations and outpatient procedures, and 1,400 Survival Flight missions.

UMHS consistently ranks among the best nationally for the care at University Hospital, C.S. Mott Children's Hospital, Von Voigtlander Women's Hospital, Cardiovascular Center, Comprehensive Cancer Center, Comprehensive Diabetes Center, Depression Center, Geriatrics Center, Transplant Center, and W.K. Kellogg Eye Center. The U-M Trauma Burn Center holds the highest national certification and is one of the nation's most experienced burn centers. U-M is also certified by the American College of Surgeons as a Level 1 Trauma Center for adults and children, and has one of only 11 Injury Control Research Centers funded by the federal Centers for Disease Control and Prevention.

Diversity and Accessibility

The University of Michigan is recognized nationally for its commitment to a diversity of people and ideas. The academic excellence of the institution rests in the wealth of the university's students, faculty and staff and their cultures, backgrounds and life experiences.

Accessibility and affordability are complementary, and the university works to hold open its doors to students from all socioeconomic backgrounds. U-M's leadership has continually made the commitment to be affordable and support Michigan students and their families. U-M is the only public university in Michigan – and one of just a handful in the nation – to maintain a longstanding commitment to cover 100 percent of demonstrated need of resident students through financial aid.

One budget item is sacrosanct: financial aid. In seven of the last ten years, the central financial aid budget has grown by more than 10 percent, and for FY2016 it constitutes 10.7 percent of the general fund budget.

For many Michigan students, the net cost of attendance today is lower than it was five years ago, due to U-M's commitment to financial aid. A Department of Education report on college affordability shows that U-M had one of the nation's slowest rates of growth in net cost among the nation's four-year public universities; of 650 institutions, U-M was ranked the 532th lowest.

Campus Life

Student Life

U-M's rich academic offerings are enhanced by a vast array of campus programs and activities available to all students. There are more than 1,300 student-led clubs and organizations that provide opportunities for service, learning, socializing and personal growth. Student clubs engage in entrepreneurship, sustainability, the performing arts, activism, cultural pursuits and religious activities.

U-M was the first university in the country to establish an office for its LGBT community, and today the Spectrum Center continues that 40-year legacy of inclusion. U-M also was the first in the nation to establish a Department of Recreational Sports, which celebrated its centennial in 2013.

Approximately 9,600 undergraduate students and 1,200 graduates live in University Housing, which includes 18 residence halls and 1,480 apartments. The university is nearing completion of a systematic renovation of all of its heritage residence halls, which has created spaces to help transform students' campus life and enrich U-M's ability to attract the most intellectually engaged students. Construction on the first residence hall designed specifically for graduate students is almost completed.

Arts and Culture

The University of Michigan offers a panoply of world-class exhibitions, preeminent speakers, performing artists and outdoor spaces for patrons of all kinds.

The University Musical Society (UMS) is considered one of the leading performing arts presenters in North America, making Ann Arbor a destination for artists from throughout the world. A signature UMS accomplishment in recent years has been partnering with U-M to present the Royal Shakespeare Company for a series of residencies and performances.

Artistic venues include the intimate Arthur Miller Theatre, the Power Center for the Performing Arts, and venerable Hill Auditorium, which marked its centennial in 2013 and offers superb acoustics. Through the decades, Hill has showcased the finest performers and most distinguished speakers, ranging from Enrico Caruso and Leonard Bernstein to Martin Luther King Jr. and Hillary Clinton.

Campus museums include the U-M Museum of Art, Museum of Natural History, the Kelsey Museum of Archaeology, and the Museum of Anthropology. Matthaei Botanical Gardens and Nichols Arboretum offer places of quiet reflection and beauty, as well as scientific exploration. The Gerald R. Ford Presidential Library, located on the Ann Arbor campus, regularly attracts national speakers in addition to researchers.

U-M students consistently entertain and engage the community with displays of music, art, dance and theatrical performances. The School of Music, Theatre & Dance, in particular, stages more than 450 concerts, recitals and stage performances each year.

Athletics

From the famous winged football helmet – arguably the most recognized icon in American sports – to its global presence in Olympic sports, U-M has a long and proud tradition of championship athletes and athletic teams.



U-M student-athletes participate in 31 programs, including 29 Division I varsity teams consistently ranked among the best in the nation. Through the years, U-M has produced some of the most recognized names in sports, from basketball legend Cazzie Russell to Olympic gold medal diver Micki King to current NFL quarterback Tom Brady.

U-M teams have won 36 NCAA national titles, 377 conference championships, and 56 team national championship titles. U-M football has the most wins of all NCAA programs and holds a record 42 Big Ten championships.

Michigan Stadium, known world-wide as "The Big House," is the largest intercollegiate stadium in the nation and routinely hosts crowds in excess of 110,000 for events. Michigan Athletics has a comprehensive infrastructure plan that includes construction of 16 facilities that will impact all of its teams.

Alumni

With more than 540,000 living graduates, Michigan has one of the largest alumni bodies in the world. Graduates have contributed to every field and profession and include:

- Branch Rickey '11, who with Jackie Robinson, broke the color barrier in professional baseball
- Gerald R. Ford '35, 38th president of the United States
- Raoul Wallenberg '35, Swedish diplomat who saved thousands of Hungarian Jews from the Holocaust
- Arthur Miller '38, playwright
- Mike Wallace '39, journalist
- Nancy Landon Kassebaum '56, U.S. senator
- James Earl Jones '55, actor
- James B. Irwin '57, astronaut and pilot of Apollo 15, which in 1971 carried a crew of fellow U-M alumni David R. Scott and Alfred Worden into space
- Carole Simpson '62, TV journalist
- Jessye Norman '68, opera singer
- Robin Wright '70, journalist and foreign affairs analyst
- Valerie Jarrett '81, senior adviser to President Barack Obama
- Dick Costolo '85, Twitter CEO
- Larry Page '95, Google co-founder

University Resources

Human Capital

The university has an overall work force of nearly 46,000 employees, including the health system and the Flint and Dearborn regional campuses.

The faculty headcount at U-M's three campuses is 7,664, with the Ann Arbor campus alone having a total of faculty full-time equivalents (FTEs) of 5,861. Instructional appointments comprise 3,327 FTEs, and another 2,534 FTEs are individuals with clinical, research and other titles who are primarily involved in health care, research and related scholarly activities. The Ann Arbor campus faculty consists of 3,051 scholars who are tenured or on a tenure track, along with 3,801 lecturers, clinical faculty, research faculty, librarians, archivists and post-doctoral fellows.

Staff members play essential roles in sustaining the university's excellence. For the seventh straight year, U-M has been consistently featured in the *Chronicle of Higher Education's* annual listing of "Great Colleges to Work For." Representing an extraordinary range of occupations, U-M's 25,000 staff members contribute to the efficient and productive operation of nearly all facets of the university.

Fiscal Resources

State support per student has declined by nearly 33 percent in real dollars over the past decade. Today, U-M's state appropriation constitutes 16 percent of the general fund budget and less than nine percent of the overall academic operating budget. Despite the decline in state support, U-M remains on a stable financial path and is committed to a disciplined approach to financial management, which emphasizes multi-year planning, ongoing cost containment, reallocation of resources toward highest priorities, and seeking out new revenue sources.

For more than a decade U-M has emphasized efficiency, and has reduced (or avoided) recurring general fund expenditures by \$313 million since FY2004. U-M expects to save another \$24 million in FY2016.

Facilities

The physical properties of the U-M Ann Arbor campus are extensive and include 35 million gross square feet of buildings and core infrastructure. There are 595 buildings, 2,000 classrooms and instructional labs, 1,100 study rooms, and 6,200 research labs/rooms.

Governance and Administrative Structure

The Board of Regents

U-M is governed by a constitutionally autonomous Board of Regents, which consists of eight members elected at large in biennial statewide elections. The president of the university serves as an *ex officio* member of the board. Regents serve without compensation for overlapping terms of eight years. According to the Michigan Constitution of 1963, the regents have "general supervision" of the institution and "the control and direction of all expenditures from the institution's funds." In addition to numerous hours devoted to study, committee work and attendance at events, the regents meet once a month in a public session.

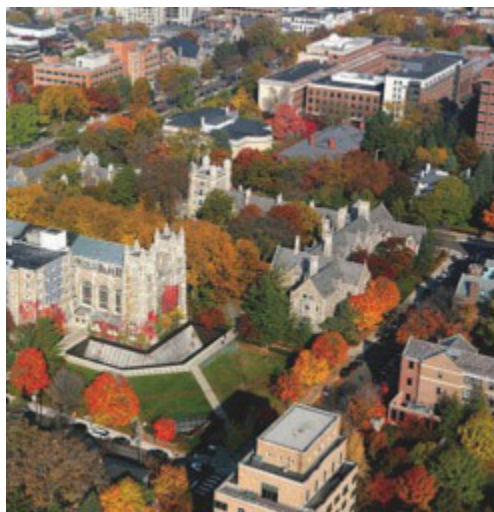
University Administration

The president is the chief executive officer of the university. The provost and executive vice president for academic affairs is the chief academic officer and chief budget officer of the university; the school and college deans report directly to her. Current organizational charts are available at <http://spg.umich.edu/org-charts/organizational-structure>.

Senate Assembly

The Senate Assembly is the governing body representing faculty from the Ann Arbor, Flint and Dearborn campuses. The Senate Assembly consists of 74 elected faculty members, each serving a three-year term. The Senate Assembly meets regularly during the academic year and is charged by regents' bylaws to represent the interests and concerns of the faculty.

The Ann Arbor Community



The vibrant and active city of Ann Arbor is consistently rated as one of the nation's top college towns. In addition to being the hometown of a world-class university, Ann Arbor is home to many high-tech research companies and charming neighborhoods with a rich mix of cultures. Downtown Detroit – with its eclectic mix of entertainment and professional sports – is less than an hour's drive away, and Detroit Metro Airport offers a nearby gateway to the globe as a hub for Delta Airlines.

Although geographically small, the Ann Arbor area is perhaps most renowned for its cultural offerings and nightlife. From cutting edge art exhibits and dozens of unique galleries to performances by legends in all of the performing arts, there are abundant opportunities to enjoy arts and culture throughout the community. The Ann Arbor Art Fairs envelop the campus and downtown areas with nearly 500,000 visitors over a four-day span every July. The Ark is one of the finest music clubs anywhere, with 300 performances yearly.

Ann Arbor and Washtenaw County provide a bounty of recreational settings to golf, hike, cycle or canoe. In the warmer months, the area offers street festivals and outdoor fairs. "Foodies" will appreciate the nearly 300 restaurants within a 20-mile radius of Ann Arbor, with options ranging from traditional Italian bistros to trendy contemporary American restaurants.

Ann Arbor is a highly educated community of 115,000 where nearly two-thirds of residents have at least a bachelor's degree. It regularly makes a wide range of "top ten" lists rating everything from the happiest places to live and most intelligent cities to the best educational offerings for kids and top communities for venture capital investments.

Ann Arbor is home to such recognized brands as Domino's Pizza, Zingerman's Delicatessen, Toyota Technical Center and Google AdWorks.

Procedure for Candidacy

Inquiries, nominations and applications are invited. The university is dedicated to the goal of building a culturally diverse and pluralistic university community committed to excellence in teaching and learning in a multicultural environment. Potential applicants who share this goal are encouraged to apply. Review of applications will continue until the position is filled.

For fullest consideration, applicant materials should be received by October 1, 2015. Candidates should provide a *curriculum vitae*, a letter of application that addresses the responsibilities and requirements described in this leadership profile, and the names and contact information of five references. References will not be contacted without prior knowledge and approval of candidates. These materials should be sent electronically via e-mail to the retained consultants, Robin Mamlet and Elizabeth Bohan of Witt/Kieffer, at email address UMSOE@wittkieffer.com. The consultants can be reached by telephone through the desk of Leslie Donahue at 630-575-6178.

The University of Michigan is an equal opportunity/affirmative action employer.



The material presented in this position specification should be relied on for informational purposes only. This material has been copied, compiled, or quoted in part from the University of Michigan documents and personal interviews and is believed to be reliable. While every effort has been made to ensure the accuracy of this information, the original source documents and factual situations govern.